



SPECIAL ISSUE ON EDUCATION • *part one*



THE MCGILL DAILY

VOLUME 83 • NUMBER 48

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MONDAY, JANUARY 10, 1994



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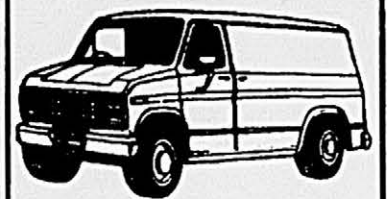
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EDITORIAL

Ask not what education is doing to you...

CARIBBEAN 'A' Level students following the Cambridge curriculum learn all about Caribbean geography and European geography, West Indian and European history, Caribbean and European literature. The folks at Cambridge have kindly bent the system to accommodate them.

But it should come as no surprise to anyone that students who study under the same system in England learn absolutely nothing about the Caribbean.

At schools and universities in North America people of colour are demanding that they be included into the already existing school system. Here at McGill some students wonder why Canada's No. 1 academic institution doesn't have better Native and Africana Studies programs.

Essentially the biased nature of many educational institutions throughout the world paints a painfully clear picture of the true nature of the so-called "global village".

The problem is the same, wherever you go. There is no end to the range of ways in which educational inequality can manifest itself; the difference between private Canadian schools in rich neighbourhoods and public inner-city schools, or the kindly teacher who advises a Black 13 year old to "go into athletics or woodwork, something realistic".

It could be formerly white-only private schools in South Africa which keep raising their fees to ensure that the black majority, Indians, and "coloureds" can't afford to pay.

Or maybe you are from the English-speaking Caribbean, and where and what you are allowed to study — and therefore your future — are determined by an exam taken at the age of eleven.

Perhaps, because of your economic position and/or gender and/or race, you are refused access to the western education which is currently producing the kind of people the West wants to rule the world.

Criticising education as it has come to be involves more than saying that "school sucks". The education system, at both national and international levels, is an exercise in very effective thought control, created out of existing social and economic inequality to keep that inequality entrenched.

There is an assumption that the children of wealthy nations don't need to learn anything about "Third World" countries, because it is not relevant to their lives. If they do learn anything, it is that "we are rich and everyone else is poor, and that's just the way it is".

Third World and First World; Developed World and developing world; North and South.

These are all terms we digest in school, from TV, books, every medium of education at work in western culture. We are not encouraged to think about the history behind such terms or who created them.

According to whose definition are some countries "developed" and others "developing"? Exactly who defined development for the entire world? And just why have some countries been denied the opportunity to follow their own route of development or the route taken by others?

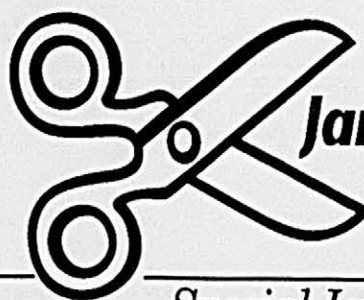
Remember that history books — and just about every other book you're likely to read in school — are written by the victors. The world according to your professors may not necessarily have anything to do with reality.

That's the crisis with western education. It teaches you to regurgitate information without asking where it came from and to do without asking why.

The education we receive does not exist in a vacuum. It's part of an ongoing battle to control how much you know and how you interpret it.

The Staff of the McGill Daily

THE MCGILL DAILY



PART I

January 10,
1994

Special Issue on

EDUCATION

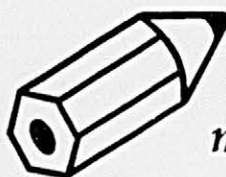
— Between the Sheets —

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CONTRIBUTORS

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ON THE COVER: 'Daron Westman mit shoop' by Chantelle Clements. Wardrobe provided by Alex Migone.

Look out for Part Two of our Special Issue on Education this Wednesday, including articles on Literacy, Co-op, Apprenticeship, Canadian Studies at McGill, and much more!



DEPARTMENT OF ATHLETICS

Campus Recreation

WINTER 1994

INTRAMURAL SPORTS PROGRAM

SPORT	CATEGORY	COST	GAME DAYS AND TIMES	LOCATION	PLAY BEGINS	NUMBER OF PLAYERS		REGISTRATION	CAPTAINS' MEETING
						TO REGISTER	MAXIMUM		
BASKETBALL	MEN A, B WOMEN	\$65.00 per team	Mon. 20:15-22:45 Tue. 20:15-22:45 Sun. 09:00-18:00	Currie Gym	Jan. 18	10	18	Jan. 5, 09:00 to Jan. 11, 17:00	Jan. 11, 18:15 hrs. Gymnasium 3
BASKETBALL 3 ON 3	MEN WOMEN	\$18.00 per team	Mar. 18, 19, & 20	Currie Gym	Mar. 18	3	3	Mar. 8, 9:00 to Mar. 15, 17:00	Draw posted Campus Rec Office Mar. 16, 17:00 hrs.
BALL HOCKEY	MEN A, B WOMEN	\$65.00 per team	Fri. 19:15-22:45 Sun. 09:00-20:00	Currie Gym	Jan. 18	10	18	Jan. 5, 09:00 to Jan. 11, 17:00	Jan. 11, 18:15 hrs. Gymnasium 3
BOWLING	CO-REC	\$24.00 per team	Jan. 28	Laurentian Lanes	Jan. 28	4	4	Jan. 5, 09:00 to Jan. 21, 17:00	Draw posted Campus Rec Office Jan. 25, 17:00 hrs.
BROOMBALL	MEN WOMEN CO-REC	\$90.00 per team	Tue. 17:00-22:00 Wed. 17:00-22:00 Thur. 17:00-22:00 Fri. 17:00-22:00 Sat. 09:00-17:30 Sun. 09:00-19:30	Molson Stadium Rink	Jan. 15	10	18	Jan. 5, 09:00 to Jan. 11, 17:00	Jan. 11, 18:15 hrs. Gymnasium 3
INNERTUBE WATERPOLO	CO-REC	\$65.00 per team	Sat. 11:00-18:00 Sun. 11:00-18:00	Currie Pool	Jan. 15	12	18	Jan. 5, 09:00 to Jan. 11, 17:00	Jan. 11, 18:15 hrs. Gymnasium 3
SOCCER (INDOOR)	MEN	\$65.00 per team	Sat. 09:00-17:30	Currie Gym	Jan. 15	10	18	Jan. 5, 09:00 to Jan. 11, 17:00	Jan. 11, 18:15 hrs. Gymnasium 3
SOCCER (INDOOR)	CO-REC	\$65.00 per team	Tue. 20:15-22:45 Wed. 20:15-22:45	Currie Gym	Jan. 18	10	18	Jan. 5, 09:00 to Jan. 11, 17:00	Jan. 11, 19:15 hrs. Gymnasium 3
SQUASH	MEN A, B WOMEN	\$8.00 per player	Feb. 4 & 5	Currie Gym Squash Courts	Feb. 4	1	N/A	Jan. 25, 09:00 to Feb. 1, 17:00	Draw posted Campus Rec Office Feb. 2, 17:00 hrs.
TABLE TENNIS	MEN WOMEN	\$8.00 per player	Feb. 12 & 13	Fitness Room	Feb. 12	1	N/A	Feb. 1, 09:00 to Feb. 9, 17:00	Draw posted Campus Rec Office Feb. 10, 15:00 hrs.
VOLLEYBALL	MEN WOMEN	\$65.00 per team	Mon. 19:15-22:45 Tue. 19:15-22:45 Wed. 20:15-22:45	Currie Gym	Jan. 17	9	18	Jan. 5, 09:00 to Jan. 11, 17:00	Jan. 11, 18:15 hrs. Gymnasium 3
VOLLEYBALL	CO-REC A, B	\$65.00 per team	Wed. 20:15-22:45 Thur. 19:15-22:45 Fri. 19:15-22:00	Currie Gym	Jan. 19	9	18	Jan. 5, 09:00 Jan. 11, 17:00	Jan. 11, 19:15 hrs. Gymnasium 3
VOLLEYBALL (4 ON 4)	CO-REC	\$24.00 per team	March 25, 26 & 27	Currie Gym	Mar. 25	4	5	Mar. 15, 09:00 to Mar. 22, 17:00	Draw posted Campus Rec Office Mar. 23, 17:00 hrs.

- In many sports space is limited — registration is on a first come first served basis.
- Please note that registration deadlines are strictly adhered to.
- A representative from each team must attend the captains' meeting for that sport.

**Registration: Campus Recreation Office G35
Currie Gym, 475 Pine Avenue West**

SPORTS OFFICIALS

Students interested in officiating in the Intramural Sports Program should apply to the Campus Recreation Office and attend the training clinic. Experience is an asset but not a necessity.

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JANUARY 1994

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Please consult the Intramural Schedule for the date, time and location of the specific meeting for your team.

INFORMATION - 398-7011

Teacher's racist persecution won't end

BY CHRIS SHERIDAN

William Kafé, a Montréal teacher, is tired of the pain inflicted on him by the Two Mountains School Board.

"I know that the only way for me to get myself back is to leave this country. As long as I am still a mouse in the kingdom of cats, I don't see how my trauma can go away."

For years, Kafé has undergone an intense psychological, social, and legal battle stemming from a number of racist incidents against him as a teacher of English, French, and religion for the school board. The repeated abuse has convinced Kafé to return home to Ghana, ending a twenty-four year stay in this country.

While Kafé was teaching at Polyvalente-St. Eustache Secondary School in 1983, a student unsuccessfully attempted to bring human excrement into the classroom to throw at him. In another incident at the same school, students put a bar of soap and face cloth on Kafé's desk to "wash the black teacher because blacks are dirty."

Kafé also described incidents in which students twice tried to burn down his classroom, threatened him with physical violence, and gave him notes which read, "We don't want a black teacher, do you understand?"

In 1978, Kafé complained to the Québec Human Rights Commission and the Teacher's Union. Since then, four judgements were passed in his favour, the final one in April

of 1993. But to Kafé, the school board's involvement in the harassment was never addressed.

Kafé believed students were encouraged by the principals of several schools to turn against him. In 1988, after refusing the school board's offer of \$11 000 in exchange for his resignation, the board's personnel director told Kafé that if he returned to teach, he wouldn't last one day.

In one case, after receiving a threatening letter from a student, Kafé approached the principal. But as Kafé points out, the principal defended the student.

Fo Niemi, the Executive Director of the Centre for Research Action on Race Relations, worked on Kafé's case. "They [the school board] were responsible for destroying his [Kafé's] morale," said Niemi.

The real tragedy, according to Niemi, was the fact the school board failed to denounce the racial harassment towards Kafé. "They [the school board] allowed the situation to rot."

Michel Trudeau, a teacher and former co-worker of Kafé's, said students of Two Mountain schools have difficulty accepting people of colour. He said the school board has openly refused to hire black teachers because of what Kafé went through. "They [the school board] have a racist problem," said Trudeau.

"They [school board] have killed my soul in this part of the world," said Kafé. "I cannot work here



William Kafé

anymore because they [the school board] have suggested I'm psychotic, leading them to fire me." As a result, Kafé will probably find it very difficult to find a job here.

From 1983 to 1991, Kafé collapsed at least four times while teaching, putting him on sick leave for up to two years at a time. He said the repeated incidents of racial harassment and frequent attempts by a number of principals to fire him, put him in an anxious-depressive state.

Prior to 1990, four separate psychiatrists concluded the school board was responsible for Kafé's anxiety and stress. Nonetheless, the school board was relentless in its

attempts to portray Kafé as 'psychotic' and 'undisciplined.'

In 1990, the school board sent Kafé to another psychiatrist. Over the following three years, the psychiatrist concluded Kafé suffered from severe paranoia and "constituted a serious threat to society."

Kafé was taken into custody by police in February 1993 after writing a plea for help to the mayor of Verdun, which was deemed threatening by the authorities, and was later sent to Pinel Psychiatric Detention Centre. He was released after one month of evaluation. Doctors concluded Kafé showed no signs of psychosis.

Kafé believes the school board deliberately encouraged their psychiatrist to tell "unbelievably blatant, naked, and absolute lies" against him, in hopes of forcing him out of his job.

Niemi agrees with Kafé's decision to return to Ghana. "In this circumstance, it is important to go back because it is part of the process of healing."

For Kafé, the past will not go away. "I still have nightmares up to today," he said. "I go to bed and I still see the students."

Two Mountain School Board officials refused to comment on Kafé's case.

Either you pass or you don't

BY SUSAN ROOP

McGill has recently taken a tentative step into the progressive age of grading systems. Students will have the option to receive a pass/fail grade in elective courses starting next September. There are, of course, certain restrictions.

In December 1992, the Academic Policy and Planning Committee set up a working group (four professors, the registrar, and two Students' Society reps) to develop a proposal for implementing a pass/fail option for elective courses at McGill. A motion was passed at the November 19th Senate meeting.

The aim of the pass/fail option is to allow students to take a subject outside their majors, without jeopardizing their GPA's.

As of September 1994, students can decide during the Drop/Add period whether they wish to receive a letter or pass/fail grade in an elective course. Only 3 pass/fail credits can be taken per term and a maximum of 10% of all credits can be in this category. (so if you're in a 120 credit program - 12 pass/fail credits total).

The minimum level for passing a course has been set at 55%, but there is still debate over whether or not individual faculties should set their own requirement.

Although the pass/fail course won't be calculated into students' GPAs, their transcripts will still show the total number of pass/fail credits attempted and their results. An additional explanation sheet will be attached to the transcripts explaining the grades "S" and "U", which

will be used in place of pass and fail.

Professors will not be informed which students have chosen the pass/fail option, therefore all students will be given the normal grades in class.

The Pass/Fail option is still being criticised. The most prevalent problem stems from the fear that it will

lower the university's standings and credibility.

Professor DuBow of the Department of Microbiology and Immunology disagreed. "Other respectable universities like Yale have had it since before the students who proposed it were born," he said at Sen-

ate, November 19th.

He said many US colleges and universities already use the pass/fail system to some degree — it's not a new concept.

Some professors are concerned that students will abuse the system. Specifically, they fear that students will concentrate only on GPA valued courses and be lax on those taken as pass/fail.

Arts Dean McCallum explained that some professors were against it in principle, claiming that it would lower standards at McGill. "The definition of 'elective' varies across faculties," said McCallum.

Of course, there is life beyond McGill and some of us would like to try our luck at grad school somewhere else. Unfortunately, some universities automatically translate an "S" on an applicant's transcript to a GPA of 2.0.

Other universities will not recognize these courses at all, while still others may prefer to do a little investigation and get some kind of written evaluation from the professors of the pass/fail courses.

In light of this, you should find out how your prospective grad school will evaluate pass/fail courses before committing yourself to anything next September.

MAKING THE GRADE

Back in the Dark Ages, if you were smart enough to study then you passed. But in the late 1700's professors decided students needed to be evaluated.

In 1785, Yale described its scholars as optimi (the best), second optimi (second best), inferiores (inferior), and pejores (detrimental to the rest). By 1815, the GPA was born when Yale developed a numerical scale ranging from 1-4.

Some professors and universities were dissatisfied by the limitation of this scale and gradually the scale was extended to include percentages.

Gradually, a minimum level for a pass was established, and it was the University of Michigan which formally introduced the Pass/Fail system in 1851.

The pass/fail system is analogous to elementary school, where "S" is satisfactory and "U" is unsatisfactory. Many students and professors question the validity of alpha-numerical grading systems.

Different professors might give different marks to the same essay, or one professor might mark the same paper differently at various times.

The pass/fail system became very popular in the US during the 60's and 70's. In fact, a study done in 1983 indicated that 60-80% of US universities and colleges used the system to some degree. Most institutions use it for electives only, although some medical graduate programs use the percentage for the theory component and the pass/fail for the practical.

HYDE PARK

Another look at Tamoxifen

opinion submitted by Donna Stern, M.D.

I was struck by the biased reporting of your article on "Tamoxifen: Cancer Prevention or Substitution" in your September 20 issue of the McGill Daily.

As a clinical oncologist treating cancer patients and also involved in the Breast Cancer Prevention Trial, I would like to correct several misconceptions presented in this article.

First of all, while the study hopes to recruit 16,000 healthy women, Sharafi does not emphasize initially that this study is only open to those women who are considered high risk for developing breast cancer.

Sharafi writes that tamoxifen causes liver cancer in rats and liver changes in all species tested. She omits that this is in doses that are 20 to 200 times the doses used in humans. Tamoxifen has been used to treat breast cancer for 25 years and to date there is no increased rate of liver cancer in patients receiving standard doses (20mg, daily).

According to her, women on tamoxifen have a fivefold increase in cancer of the uterus. In several studies involving more than 3000 patients on this drug, 0.29% (nine patients in all) developed this form of cancer, while in the untreated group 0.14% (four patients) did so.

So, while there is indeed an increase in this cancer, it is not five times higher. In addition, because tamoxifen-treated women are followed very closely, their cancers are discovered sooner and are usually curable by surgery.

A statement that I find incredible is that "women must consider the non-existence of any studies on the long term (> 10 years) effects of tamoxifen." The implication is that tamoxifen is some kind of new experimental drug. In fact, this

drug has been available for 25 years and has been extensively tested and used on breast cancer patients.

Thousands of patients have been studied on protocols for over 5 to 10 years so the effects are well known. The current Breast Cancer Prevention Trial is starting by treating patients for 5 years only.

I am also very surprised that the only expert quoted in your article is Dr. Rosemund Mondeville who "has spent 6 months investigating scientific research on tamoxifen."

While I do not wish to malign her in any way, she is not a physician licensed to practice medicine in Quebec and I wonder why you made no attempt to include opinions of physicians involved in treating patients for years.

In summary, I think your article was very biased and unfair to the many women who are at increased risk of developing breast cancer. Tamoxifen is an excellent drug in both treating breast cancer and preventing its recurrence. It seems logical to assess its use in preventing it in high risk women.

I suggest you interview some of the thousands of women who have had breast cancer. Find out what a devastating disease it can be, both physically and emotionally, to anyone being told they have cancer, must undergo chemotherapy and radiotherapy, and must endure years of uncertainty as to whether they will recur or not.

Meet the families of women who have died of breast cancer, listen to their ordeal of suffering and loss.

Tamoxifen, like all drugs, has side effects, but they are not as awful as you describe, and if there is a chance it will prevent this disease, then it is worthwhile to carry out this study.

SINCE • 1911
Vol. 83 No. 48

**THE
MCGILL DAILY**

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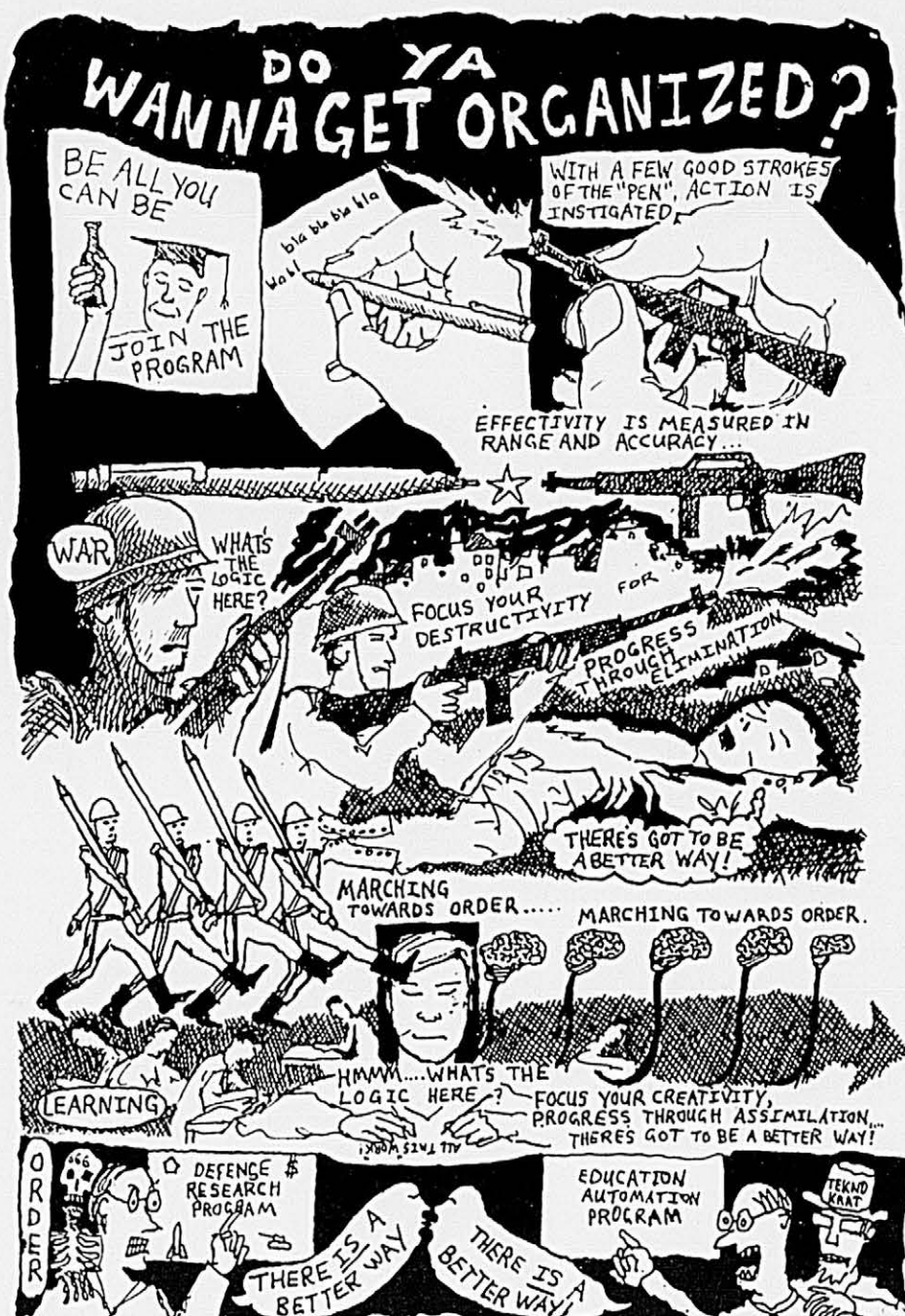
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A call to cancel classes

Atlantis Project promises to save drowning schools

BY KRISTIN ANDREWS

Classes may be cancelled at McGill, and for good. The university could support in theory an experiment which would axe huge lecture-based classes in favor of a more intimate tutorial system, Arts Dean John McCallum said.

"We've got to cease the over-teaching that goes on at university," said Paul Piehler, who aims to have a pilot project in tutorial-based learning in place by this fall.

Piehler has been working toward alternatives to what he called the "obsolete" classroom lecture system since he took a break from teaching medieval literature at McGill two years ago.

His brainchild is called the Atlantis Project. His vision is to replace all lecture classes with seminars of four students and one tutor.

While most full-time McGill students take five courses at a time, the Atlantis Project would limit students' course loads to one or two tutorials per term. "I'm talking about ruthlessly cutting down on the quantity of student work, giving increased possibility for the raising of quality," Piehler said.

Students would do all the reading for the course before the tutorial started, so that work in the seminar could focus on writing and editing of final papers. Students would be evaluated with verbal feedback in place of letter grades.

Atlantis is different from a lecture system because "students are encouraged to define their own problems and seek the solutions themselves," said Warwick Armstrong, a professor of geography at McGill and a supporter of the project.

The Atlantis Project is very similar to the Oxbridge system which has been used at Cambridge and Oxford Universities since the 15th century. But this system is expensive, and some people think that increasing student contact with faculty would mean spending more money which Canadian universities don't have.

Tom Thompson, the executive campaign director of the McGill Twenty-First Century Fund, is tentative about his support for the Atlantis Project. "Right now, our first priority is the capital campaign itself," he said.

McGill has approved \$12 000 as seed money for the project, but after that Atlantis is on its own. In fact, the project can only solicit funds from donors which have not already been identified as donors to McGill itself.

At Dawson College, a CEGEP close to McGill, a special Liberal Arts programme attempts to accomplish some of the goals of the Atlantis project. Classes are small-ish (about 40 people) and students in a class are encouraged to work closely together to learn from each other.

"It is a little bit more expensive," said David Mulhall, a history teacher at Dawson who administers the Liberal Arts programme. "But in the end, the students have a much more integrated education. They're much



Paul Piehler wants to have 1 to 4 teacher/student ratio at McGill

While most humanities students have the opportunity to take small seminar classes early in their career, many science students like Alexandra Bourne have never had a class at McGill that wasn't held in an amphitheater.

readier for university."

Some Atlantis supporters argue that the Project is worth the extra money and that it might even be cheaper to run than universities.

No new faculty would have to be hired, Piehler said. The time saved from lecture preparation and marking would provide more time for consulting students and for their own work, he said.

Because the study would be more intense, a baccalaureate would take a year less; two years for Québec students currently in a three year program and three years for students from out of province. Such a time savings could save universities a lot of money.

Piehler sees huge potential savings by cutting back on university administration in coordination with the tutorial system. "In the long run, the need for administration enormously diminishes, because the relationship is all between the tutor and the students," he said.

Students could probably operate much of the university administration themselves, Piehler said.

Piehler's claims that Atlantis could save money has caused ears to prick up in Ottawa. Stuart Smith, the chair of the Commission on Post-Secondary Education in Canada has begun to look closely at the proposal.

"The Atlantis people are asking some important questions," Smith said. "Can the Oxford model be done in a way that saves money as opposed

to costing more money? Can self-directed learning actually be cheaper than the form of mass education we're used to?"

While Smith is willing to look at the possibility that tutorials could save money in the humanities faculties, he, like others, is doubtful that the system could be applied to teaching in the sciences without a cost.

Second-year biology student Alexandra Bourne has a physics class in the Frank Dawson Adams Auditorium. The room seats 500, but students are still forced to sit on crowded steps covered with bootsludge. While most humanities students have the opportunity to take small seminar classes early in their career, many science students like Bourne have never had a class at McGill that wasn't held in an amphitheater.

"It's really impersonal," Bourne said. "But the classes have to be that way."

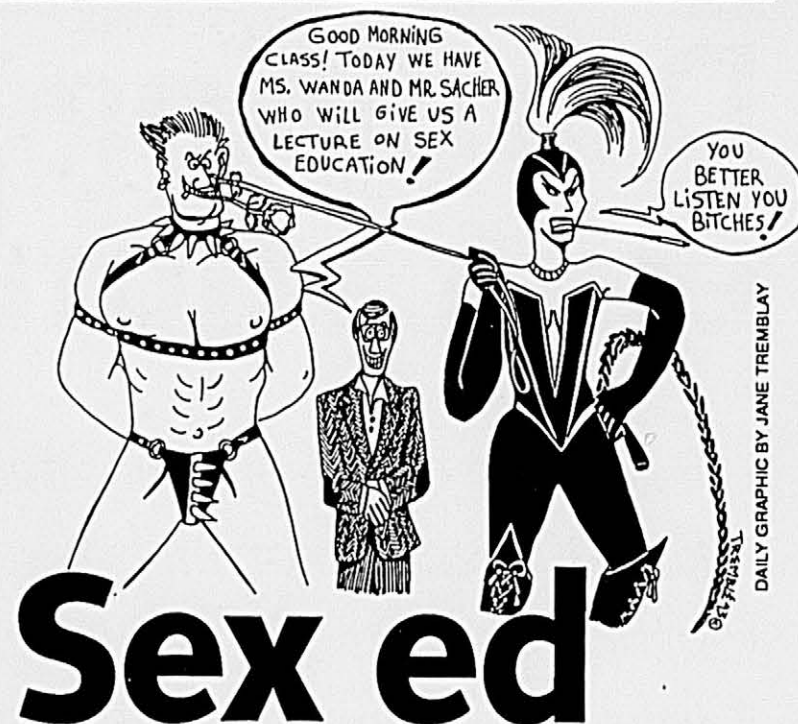
Robin Copp, a third year physics student who worked as a researcher for Piehler last summer, agrees that a lecture system in the sciences might be necessary.

"The strength of the tutorial system is that you cover less material, but to greater depth," Copp said. "The problem with the sciences is that you have to cover everything."

Copp said there is a need for science students to put their studies in context. "At the least, one course out of five should be a discussion/tutorial format," Copp said.

The Atlantis Project has not yet identified the faculty members or department which will take part in the pilot project this summer, Piehler said. He hopes to involve science professors as well as professors in the humanities.

If the Atlantis Project flies, it will be unique in Canada. Brown University in Rhode Island implemented a similar program last fall. The Naropa Institute in Boulder, Colorado has used a tutorial system for many years.



— Catholic style

BY LIZ UNNA

You probably didn't learn all you know about sex in school, especially if you went to a Catholic school. In that case, you probably didn't learn anything about sex, except for the beauty of the rhythm method.

The times, however, are a-changin'. As teen pregnancy rates soar in the US and STD's spread like wildfire amongst high school populations, school boards (even Catholic ones) are beginning to take action.

Abstinence programmes are flourishing down south and condom machines are popping up all over. It seems that including the words 'sex' and 'teenager' in the same sentence is not a federal offense anymore.

In Montréal, the Catholic School Commission (CECM) has its own unique way of going about sex education. English Catholic schools and French Catholic schools around the city use different sex education curriculums — the anglo's from a religious standpoint, and the francophone's from a layperson's. Even sex seems to be drawn into the linguistic duality of Québec.

Sexing the schools

The Québec Ministry of Education has a compulsory sex education programme, taught from Grade 1 through the end of high school. The programme is one of five components of the Ministry's Personal and Social Development Program.

"It is probably one of the most comprehensive programmes around, it covers a lot of ground," said Dr. Ron Morris, a professor in McGill's department of Religion and Philosophy in Education. "It's unique."

According to Morris, the philosophy of the program constitutes its strongpoint. "It takes a positive approach to sexuality. A lot of sex ed programs perpetuate the idea that sex is just a source of problems — before it was a sin, now it's illness and disease. This one (Québec's programme) takes a positive approach, helping people understand their sexuality, puberty, relationships, etc.," he stated.

School boards can implement the programme as they wish but some still don't teach it at all. "Maybe no one in the school is capable of doing it," explained Morris.

The CECM held a meeting in October 1992 to discuss the fate of sex edu-

cation in Catholic schools. CECM commissioner Constance Leuc proposed several initiatives for the Catholic schools, the most concrete of which — condom distributors and increased number of hours devoted to sex ed — were rejected.

The commission did however vote to guarantee teaching the sex ed program starting in Grade 1. How this pans out in English schools as compared to their French counterparts is a different story.

Holier-than-thou human development

The difference between sex in English and sex in French at Catholic "My sense is, it's being done a lot more in French than in English," says Morris.

Why? "The French schools teach it as a laypeople, there are no religious references," explained Leduc. "At the CECM, there is a large majority of Italian anglophones," she added.

What this amounts to is that while French kids are taught about contraception from Secondary 1st to 5th, English kids don't even learn that it exists.

In the English "Human Development" program, there is no mention of contraception at all, unless you count the curriculum in Secondary Four, where students learn to "Be able to understand and reflect on chastity as a valid and necessary option in life."

Furthermore, while students in the French schools are learning about "personal options", "sexual awakenings", "sexual orientation" and masturbation, the Anglo students learn to "realize that expressions of affection are good and normal but they come in degrees and must be managed."

The goal of the English curriculum in Secondary One is "To help boys develop a wholesome attitude towards growing up," and "To assist girls in understanding boys and their development." Later, these kids will "examine the adolescent problem of masturbation" and learn how to "understand the AIDS epidemic within the framework of our Catholic faith."

Unfortunately, no one at the CECM besides Constance Leduc returned any phone calls. Consequently, the curricular must speak for themselves. "The confessional thing is very complex and very political," says Morris. "There's a fear now of speaking on these issues because of the political implications."

Doubting Canada's educational equality

For most out-of-province students at McGill, a bachelor's degree takes 120 credits (normally 4 years) to complete, while it takes Québec students 90 (normally 3 years). • by Joya Balfour

This results in a picture similar to the following:

- the average student from Western or Atlantic Canada graduates after 4 years, or at 21/22 years of age;
- the average student from Québec graduates after 3 years, or at 21/22 years of age;
- the average student from Ontario graduates after 4 years, or at 22/23 years of age.

It is quite obvious where the discrepancy lies. Ontario students must take at least six OAC (Ontario Academic Credit) courses, which usually amounts to taking a fifth year of high school. Many universities, including our neighbour Concordia, give automatic advanced placement for these credits, but McGill does not.

However, Québec students who have obtained a diploma from a Collège d'enseignement général et professionnel (CEGEP) are exempted from all McGill freshman requirements. With the absence of OAC/CEGEP, students from elsewhere in Canada complete a freshman year which puts them on a par with their Québec counterparts.

Emechete Onuoha, president of the Canadian Federation of Students, feels that McGill is designed for Québec students.

"McGill is saying that they have a reason to believe that students from Québec are prepared to enter right into their program," said Onuoha. Because McGill does not grant credits for OAC courses, Ontario students who graduate from grade 13 effectively do one more year than everyone else even though there as a qualified as CEGEP students.

CEGEP students more qualified

Selma Tischer, chair of Pedagogical Affairs at the Fédération Autonome Collégiale, believes CEGEP students have a distinct advantage upon entering university than students coming directly from high school.

"The intermediate [CEGEP] level helps students to make the transition between secondary school and university," she said. "The fact that post-secondary education [in Québec] considers CEGEP and university as a unit is reflected in the Ministère de l'Enseignement supérieur."

While politicians call for a united

country and equal opportunity for all Canadians, the disparity between provincial educational systems still remains a glaring anomaly.

Resembling our neighbours to the south, the Western and Atlantic provinces have a mandatory 12-year program, after which a student may continue post-secondary studies. In Ontario, however, OACs are required for admission to a post-secondary institution. For most students, this amounts to an extra year (or Grade 13, as it was once called) of high school.

In Québec, high school ends at Grade 11 (or Secondary V), after which a student has the option of attending CEGEP. A minimum of two years in a specialized academic area is required to continue post-secondary studies; three years if one follows the technical, non-university stream.

Comparisons between the OAC and CEGEP-2 year have been made, but great differences remain. CEGEP, created in 1967, serves a unique purpose.

"Pre-university programs (created since the last CEGEP reform) make up a whole: the 2 years (CEGEP) plus 3 years culminating in a bachelor's degree," said Tischer.

Onuoha feels that CEGEP is a benefit other Canadian students do not have.

"There is a whole concern about [providing] a pre-university program. In that sense," he said, "it seems that Québec [education system] is more streamlined than Ontario and the West. In that way students are more groomed to attend these [university] institutions. The [CEGEP] system is designed to make that transition."

Concerns that students from Western Canada are not academically prepared for university have provoked various responses from both academics and students.

"Perhaps in Western Canada this [CEGEP] system might work better. [Institutions] acknowledge that many students aren't academically prepared, maybe because secondary schools aren't structured for that [transition]," said Onuoha.

Kelly Remail, a U2 Management student, divided his secondary education between schools in Saskatchewan and British Columbia. He noticed a difference in performance



Some students are more equal than others at McGill

man year, all science students reach the same level in U1.

"All non-Quebeckers did freshman courses, so that pretty much puts them at the same level," he said. When asked his opinion of Ontario's extra year, he concurred with Remail and Mesbur.

"It does seem unfair that they have an extra year," he said.

National standard testing divides teachers and students

This past September in Victoria, B.C., provincial education ministers met to discuss a new action plan for Canadian education. According to their press release, their mission statement emphasized the following:

- the immediate discussion with Statistics Canada over a new pro-

gramme which would define a new system of measuring scholastic performance;

- the creation of a national task force responsible for an evaluation of the differences in educational programmes and related initiatives in the area of developing programmes.

Varying levels of teaching standards across Canada make it difficult for universities to adequately evaluate the performance of prospective students. The possibility of a standardized aptitude test administered to graduating secondary school students has been mentioned frequently in academic circles as a solution to this dilemma. Students and educational organizations have mixed reviews.

"There's no standard [for evaluation] because high schools vary," said Remail. "We need Canadian

tax dollars aren't enough

boards versus parents: Where does the money come from?

...ding not far from the McGill campus, students in grades one
...en work enthusiastically at chemistry, math, French, English,
...and the masterworks of great composers and
...playwrights. • by Jacqueline Reis



MILES AWAY in Côte-des-Neiges, an elementary school choir in a somewhat smaller classroom in a somewhat smaller school prepares for a performance.

These institutions, like other public schools across Montréal, have their similarities and differences. Both are allocated funds by the Protestant School Board of Greater Montréal (PSBGM), which ran at an \$800,000 surplus last year, and both must turn to fundraising for additional support.

Both are working at full capacity and have energetic and capable staff members. There, however, the similarities end.

Coronation, an emerging French immersion school, is located in a residential area of Côte-des-Neiges composed largely of single-parent families. The school counts enriched math, fine arts, and cooperative learning programs among its strengths. The community, while high on spirit, cannot support elaborate fundraising schemes.

Thanks to inner-city funds from the PSBGM, Coronation is able to run an after-school homework program. There is also an after-school day-care program which costs \$3 a day, a sum not all parents can comfortably afford. In-school and after-school field trips require a major

fundraising effort to pay for transportation and activities.

"Although this school is given its share of inner-city funds," said Coronation principal Beverly Townsend, "parents always pay some part of the cost of special activities."

Instead of participating in a Home and School Association with dues to pay, Townsend says Coronation parents "just do it." The day I was there, volunteers were involved in various activities. As one mother said, "you have to wear a lot of hats."

At the Fine Arts Core Education (FACE) school on University Street near McGill's RVC residence, students are taught art, music and theater in addition to all the usual subjects. Pupils are drawn from all over the island and are asked to pay \$180 a year.

According to Principal M.N. Primiano, admissions are on a first-come-first-serve basis in the early grades. And if a family can't pay the \$180 fee? "We absorb it," explained Primiano. "In a good year, 80 percent of our [1,000] students pay."

FACE sells chocolate and citrus fruit to generate funds for their ambitious list of activities. Primiano said that the fundraising adds "enough" to the school's \$100,000 budget to allow students to attend concerts and plays. The sum also contributes to the school's winter and summer camps, productions, and concerts.

In another part of town, Bill Stockwell of the Lakeshore School Board said that school employees he has talked to are on "the lower end of satisfied." Recent cutbacks have left the Lakeshore area with fewer employees and less money with which to implement expensive programs like the integration of special needs students.

Other school administrators don't seem to be feeling the crunch. "Things are good," said Shadd Academy Vice-Principal Jim Aitken. Shadd has approximately 300 students between the ages of 11 and 18 in its high school program and offers French immersion, sports, tutorials, dance, band, and a steel drum band.

Where the money comes from

According to Stockwell, all public schools in Montréal receive the majority of their funds from the same sources: the Québec ministry of education and Montréal property taxes. Taxes are pooled from all over the island so that schools are not supported simply by the taxes collected in their district. During the 1989-1990 school year, Montréal (not including Laval) received \$1,145,801 from the ministry, local taxes and other sources.

This money is then given to the school commission, in this case the Montréal Island School Council, which works with the eight public

school boards (four Catholic, four Protestant) to distribute funds to the schools.

As one administrator explained, schools have generally been allocated similar amounts during the recent recession. Primiano explained that each school gets roughly \$36 per student for books, \$0.75 per student for field trips, etc. Unfortunately, books often cost \$40 each and \$0.75 per student won't even pay for transportation on a field trip.

Primiano also explained that each school receives some money without being told explicitly where to use it. This is one place where differences in needs and priorities surface.

Another variable is the area of town from which each school's students are drawn. Schools like Coronation that serve inner-city youth are eligible for inner-city grants. Do programs like these really make up for the smaller base of parent donations though?

At Coronation, bake sales and chocolate drives just don't bring in the same amount of money that they would in more affluent areas. Some schools also have parents who can solicit funds from their businesses. "That's a resource we just don't have," stated Townsend. At Coronation, some children skip daycare so that their family can save \$3, and \$10 field trips just aren't possible.

"We may not get as much money as we require. We use what we get and we use it well."

— Principal Beverly Townsend of Coronation Public School

"In the past," Townsend stated, "special funds for inner-city schools from the Montréal Island Council have enabled our students to enjoy special science projects and trips to the Montréal Symphony Orchestra that the school cannot provide. However, these funds have been reduced and, like everything else, the cost of adding enriching experiences to the school curriculum has increased. Therefore we have had to prioritize and press those parents who can pay to contribute more."

Townsend also noted that the Côte-des-Neiges Black Community Association has provided ongoing support for many of Coronation's projects.

Despite the funding crunch, teachers and principals seem unwilling to offer more than a vague criticism of the current system. In the absence of formal complaints and proposed alternatives, it appears that any reform will be a long time in coming. Until then, principals like Townsend prefer to focus on the positive.

"We may not get as much money as we require," she continued, "We use what we get and we use it well."

standardized tests to measure the level of education."

"To improve the quality of education, we need improved teacher training and academic parity. I'm not sure that standardized tests are the answer," said Mesbur.

"There should be national standards for literacy," said Westreich, "and at certain years, like at the end of elementary school, national tests to determine reading comprehension and writing skills. But politically it would be very hard to do that, because provincial governments don't like to be seen as giving up power, especially in Québec."

The Fédération Autonome Collégiale, along with most of Québec's education associations, believes national standardized tests are not the answer.

"We don't think it's a useful thing, because there are differences between those [students] who enter university from secondary school, and those entering from CEGEP. It's a problem of jurisdiction within the provincial education system," said Tischer.

"It is embarrassing and surpris-

ing that Canada is a first world country and doesn't have an [national] education portfolio," said Onuoha.

"It's ludicrous. There can't be a national fiscal policy if there isn't a finance portfolio, so how can there be a national education policy? The Canadian Federation of Students has been lobbying for a provincial standard of education that is accessible and nationally planned. We need to have a quality learning environment, teaching standards and restrictions on class size."

Students want McGill to look at how students are viewing themselves in comparison to other students in their program. When students complain of unfair academic advantages or of varying admission policy, the university needs to examine their concerns. Ontario students entering McGill have completed what amounts to an extra year of high school but get no advanced placement for their OACs. McGill should take into consideration that Québec has a distinct academic system which requires adjustment on the part of students from other provinces.

Listen to your mother

A little feminist pedagogy does good for girls and boys

BY JOEL FORREST

Are women disadvantaged by traditional teaching methods? Proponents of Feminist teaching suggest that not only are women at a disadvantage, but that men also do better if taught with feminist pedagogy.

Feminist pedagogy is the use of teaching techniques that take into account the ways in which men and women learn differently. Traditional pedagogy focuses on the competitive individualism and has a hierarchical approach to learning.

According to Fran Davis, of Vanier College it is no wonder that women have not found the traditional system to their benefit when their socialization encourages "relational activities", rather than individual pursuits.

"Women do less well as competition increases, so feminist pedagogy tries to reduce competition. Women seem to do better in cooperative settings than they do when they are made to feel alone," said Davis.

Feminist pedagogy tries to take these differences in the way women learn and incorporate them into everyday teaching. Davis feels that the goal of feminist teaching is to make women more comfortable as they move through their education.

Teaching with feminist pedagogy had been referred to in the book *Women's Ways of Knowing* as "Teacher as Midwife". This is the idea that rather than just "deposit knowledge in the learners' head", the teacher should "draw it out....assist the student in giving birth to their own ideas."

Feminist pedagogy is sometimes used to encourage women within the traditional educational system. "This is the goal of having women do better and get in there and ultimately have to join a society where competitive individualism is the norm. And I see this as very contradictory," said Davis.

Feminist pedagogy may well have radical implications for the education system. "If we gave everybody a feminist educational opportunity, maybe we'd change some of the structure," said Davis.

Feminist teaching methods are not restricted to helping women. Studies undertaken by Fran Davis and Arlene Steiger, of Vanier College, revealed the potential in alternative educational approaches for men as well.

"There are also lots of men who don't like competition, and don't like the individualistic, hierarchical

approach [to teaching] and they thrive in feminist pedagogy," said Davis.

In Davis's studies, many of the boys did as well as the girls, and in some cases better. This suggests that feminist pedagogy is more than just a way of helping women feel comfortable in an antagonistic education system. This could be a new approach to the whole concept of

education and learning.

In the studies conducted by Fran Davis and Arlene Steiger of Vanier College, CEGEP teachers were asked to alter the way they taught their classes and monitor the results.

"We wanted students to work often in pairs....This created a more supportive atmosphere, especially if the people could choose their own pairs." Davis said the results were

positive. "It worked really well. All the kids loved it."

For large classes, Davis and Steiger suggested more writing. "Students could write about what they thought about the subject, and what they were having trouble with."

"In physics this made a new kind of communication with the teacher in a subject where women tend to

be rather intimidated.... It worked remarkably well even in a 'hard', nonverbal subject like physics," said Davis.

The third adjustment that teachers were asked to make, was to personalize their classes. They were to talk about their own lives and make themselves appear more human. Davis said "It made an enormous difference in the classroom. People felt, 'oh this is a human being. I can ask him my question. I don't have to be so scared of him.'"

Despite the growing support for new educational approaches, universities have a poor record in looking at pedagogical issues. "Universities take the attitude that if a student gets that far, pedagogy isn't the issue- knowledge is, and they should be able to learn alone," said Davis.

Professor Peta Tancred of the McGill Centre for Research and Teaching on Women, agreed that the University is an institution in which it is "very difficult to apply feminist pedagogy."

"Even the lecture halls are set up in a hierarchical fashion with the professor at the front and all the students facing the professor," said Tancred.

The number of students who do not feel comfortable speaking in class surprises Tancred. "Many have never said a word in any of their other classes. That's very frightening that they haven't contributed to their education."

In her classes, Tancred tries to personalize her lectures and encourages the students to talk to her and amongst themselves.

Although Davis and Steiger have experienced success in the area of alternate teaching methods, there has not been a noticeable move toward feminist pedagogy. Davis says that the impact in real terms has been "a drop in the bucket compared to what is out there." Davis, Steiger and Tancred all remain optimistic about the future. Even in the University setting some Professors are discussing feminist "tactics" in their teaching, and at CEGEP's are slowly incorporating new pedagogical methods in their programs.

Even small changes can make an enormous difference to the educational experience of women and men. Some schools are even taking radical steps; California has set up a system of segregated math and science classes. Hopefully somewhere between the two we will find a mode of education that can accommodate both sexes and prepare them well for the future.



Picking through the posies

Choosing a course made easier at McGill

BY MICHAEL KLUK

At McGill, word of mouth is probably the most valuable source of information in the student's eternal search for a good course. Relying on the descriptions in the course calendar is much like buying clothes from a mail-order catalogue. Once in your hands, that lime-green leisure suit somehow loses the appeal it had when Fabio had it on, eh?

However, if you have no faith in your friends' advice, don't despair. Senate has recently passed a motion calling for the mandatory release of the multiple-choice sections of course evaluations, beginning with those of last term. This means that McGill students will now have access to how their peers evaluated specific professors and courses.

There are, however, drawbacks to the motion. Vp university affairs Ruth Promislow states that while the motion is university-wide, each faculty or department can decide on the terms of accessibility to the information. To find out the exact whereabouts of the results of the evaluations, your best bet is to contact the vp academic of your faculty.

Also, the multiple choice questions may not provide the most accurate information to students as the written section of the course evaluations. The University of Toronto's "Anti-calendar" contains statistical analyses, as well as a small paragraph summing up the students' written comments pertaining to the course. Says Uma Sarkar, president of U of T's Arts and Sciences Students' Union, the students' written comments are "probably the most sought-after part of the evaluations."

U of T's "anti-calendar", produced since 1981, has been considered throughout the years as a sort of "underground" publication, produced by and for the student body. Last year, however, the Dean's office joined forces with the Arts and Sciences Students' Union to provide students with a more comprehensive, official publication evaluating over 1300 courses.

Back here at McGill, chairperson of the Department of Economics Mary MacKinnon doesn't support the publication of written comments, arguing that most of the negative ones are unfounded. MacKinnon maintains that the professor is not always at fault, and that it is usually the consistently poor student, or the one who is not putting forth maximal effort who seeks revenge via a scathing evaluation.

The linguistics department at McGill has always had the results of evaluations on file for students to peruse. Linguistics chairperson Michel Paradis said the department has "nothing to hide and everything to be proud of. All [students] have to do is ask and I'll be more than happy to show them whatever they're interested in seeing."

According to Paradis, publishing individual comments would not provide students with an accurate account of what the course is really like. He feels that most students who actually take the time to write evaluations usually have a very strong bias, whether it be negative or positive.

On the subject of using student comments for purposes of tenure, Paradis said "a professor may want to add positive evaluations to his or her dossier when up for tenure, but if they don't, you have to ask yourself, 'Are they hiding something?'"

Who needs intellectual freedom?

BY HASAN KARRAR

WITH university deficits running into millions of dollars, faculty administrators are finding it difficult to dish out money for research and development. The image of universities as centres of knowledge and learning is fast being replaced. Ironically, money seems to be the key to the success of a learning institution.

Research money coming from the federal government constituted a mere 1.33 as a percentage of the total domestic product in 1989, compared to more than twice the same percentage in Japan, Germany and the United States.

"The dollar amount (of money) we receive from the federal government has been the same over the years despite the inflation," said Bitten Stripp, associate dean of Graduate Studies and Research.

"There is absolutely no doubt that research and development is suffering," said Stripp. "The lack of funds requires the students to be more innovative. They have to make a number of attempts before they actually get the approval to go ahead with the research projects."

"This means that people with good ideas find it much more difficult to find the money they need to do research," she said. "It's very discouraging and it causes instability."

"We can't take on more new students and a lot of research oriented questions are left unanswered," Stripp added.

Capitalism is the solution

The solution to scarce finances across Canadian campuses has been a steady increase in funding from the private sector. Though private sector funding constitutes about 10 percent of the total research funding at McGill, the Canadian Federation of Students, a non profit organization of Students from across Canada, believes that the figure is 10 percent too much.

This concern rises from a fear that continual private sector funding will result in the "corporatization" of research in which case a buyer and seller relationship will emerge between the private sector and the universities. Many have described this new relationship as a marriage of convenience: the industry needs the know how, the universities need the money.

"Knowledge that was once free,

open and for the benefit of society is now proprietary, confidential and for the benefit of private companies," wrote John Harris, a freelance journalist in the September 1991 issue of *This Magazine*.

According to Stripp however, the private sector funded research taking place isn't completely controlled by the investors.

"We usually provide the idea, propose the project and then go after the funding. We can't do the research without the approval of the investors," she said.

Stripp admits the system isn't without flaws. There's no question of changing a research project mid-stream and hence researchers cannot always pursue the line of research they want.

Intellectual property is another major issue concerning researchers. Though Stripp insists that all private sector funded research is patented through McGill, there are certain universities across Canada, such as the University of Waterloo and UBC where the investor becomes the sole owner of the discovery.

Selling out?

University presidents once pictured as being at the forefront of intellectual institutions, are now sadly seen as desperate business people scaming money from huge multinationals. They conduct their operations under the banner of (highly advertised) schemes like the Twentieth Century Fund.

In the classroom, students are subject to pictures of graduates in formal attire, who bombard them with chest-beating pseudo sentimental rhetoric: "Does your alma matter?"

According to the CFS report, one of the dangers of private sector funding is that universities will take money from just about anyone for just about any reason, which also includes defense projects. Since 1982 the US Defense department has spent an average of \$825,000 on Canadian campuses. McGill has ranked number five amongst Canadian universities in the amount of funds allocated to it by the US Defense department in the past decade.

"I would be very sorry to see the university going just after private funding," Stripp said. "We'd lose sight of objective and intellectual search."

"But we're not there by a long shot," she added.

Are Canadian universities turning into corporate research playgrounds?



Post-secondary education hit hard by Free Trade

McGill at forefront of 'Americanizing' Canadian education

BY CHRIS SHERIDAN

Canadian post-secondary education is in for a rough ride as the North American Free Trade Agreement (NAFTA) takes effect, analysts say.

"It [NAFTA] increases the Americanization of Canadian universities," said Duncan Cameron of the Ottawa-based Canadian Centre for Policy Alternatives.

One way Free Trade could work against the current model of Canadian education is by encouraging privatization, said John Calvert. Calvert co-authored last year's book *Pandora's Box: Corporate Power, Free Trade and Canadian Education*.

Canada has already begun to import American ideas about education, Calvert said. NAFTA will shift the majority of funding from the public to the private sector, as is the case in many American universities, he said.

"The agreement is extremely hostile to public sectors," said Calvert. "Much of the public sector will be exposed to private forces."

As a result, Calvert pointed out, public funding from provincial governments will diminish.

"Because NAFTA...is strongly pro-market, it circumvents existing education regulations and practices," said Calvert.

For instance, because NAFTA permits cross-border sale of service without any local presence, Canadian markets will open up to private profit-making education firms from the States, Calvert said.

Using new communications technologies, the private firms could offer their services without ever coming to Canada.

Free Trade might also give Canadian corporations increased opportunity to push their agendas in universities, said Larry Kuehn, who co-authored *Pandora's Box* with Calvert.

In the book, Calvert and Kuehn point to an organization called the Corporate-Higher Education Forum (C-HEF) as an example. The C-HEF consists of 32 Canadian university presidents and 38 Chief Executive Officers of major corporations like IBM, Imperial Oil, and General Electric. Principal David Johnson represents McGill on the C-HEF.

As Calvert and Kuehn write, "It [C-HEF] has pushed for market principles in the operation of university programs." They point out the changes to post-secondary

education proposed by the C-HEF would bring Canada much closer to the American approach to higher learning.

"The system would be much more commercial in its orientation...Tuition would be increased toward US levels. And, public funds would be shifted to provide much greater support for the research and development needs of business," Calvert and Kuehn write.

According to Kuehn, the idea proposed by the C-HEF form the cornerstone of NAFTA's approach to post-secondary education. "NAFTA reinforces the connection between corporations and the university," said Kuehn.

The Conservative government has also been active in negotiating influence in universities, Calvert said. "Even though the Mulroney government denied any connection between NAFTA and education...quietly they were orchestrating conferences among policy coordinators in the different countries," he said.

Last September, the University of British Columbia (UBC) hosted government representatives from the US and Canada at a conference titled the 'International Symposium on Higher Education and Strategic Partnerships'. At the conference, McGill received a \$100 000 grant from the United States Information Agency (USIA).

The USIA's director said the grant was to set up joint economic initiatives "which parallel the economic initiatives of the North American Free Trade Agreement."

The Americanization of Canadian universities will be felt in the classroom, said Duncan Cameron. In order to maintain a level of Canadian content in university curriculums, there has to be a stronger publishing and artistic community, he said. But NAFTA prohibits government aid to domestic publishers, forcing many academics and writers to move South.

"The possibility of doing research on subjects that are Canadian and finding a Canadian outlet for it is just not going to be very high," he said.

"We're a country which is already dominated by US movies and books and the universities are a part of that," Cameron said.

Without a strong Canadian-based academic community, Cameron said more provincial and federal governments will turn to American academics to tell them what to do about Canada — "how to make our country more like theirs."

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IMPORTANT NOTICE

RE FEES and ACCESS TO MARS

Fee Payment Deadline: Wednesday, January 19th, 1994

(Late Payment Fee applies after this date*)

•Fee Payment

Due to the electronic validation of ID cards, the Cashier's Office will no longer be placing validation stickers on the ID card when Winter term payment of fees are received.

Students are advised that they can make their fee payments at most financial institutions in Canada. Simply present your fee statement to the bank and the stamped bottom portion becomes your receipt. It is highly recommended that students take advantage of this service, especially when there are no questions regarding your fee statement. Students should allow 5 working days for processing, unless the payments are made at a Royal Bank branch where two working days is sufficient.

Payments may also be made by mail, using the convenient return envelopes provided with your statement, or by paying in person at the Cashier's Office.

•MARS Access

From January 3rd to 16th (inclusive) access to MARS during the evening will be extended to 10 p.m.

In addition, students who have outstanding fees from a previous term, or any fines, will not be permitted to register in subsequent terms, or make course changes using MARS. Access to MARS for the Registration and Mark functions will be denied.

All students who have accessed MARS to register must officially withdraw **in writing** from the university if they decide not to attend the session(s) for which they have registered. Otherwise, they will be liable for all resulting tuition and other fees.

*Refer to the Fee Information Booklet for details.

Cashier's Office
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EVENTS

McGill Choral Society is accepting new members to take part in a performance of Carmina Burana and Jesus Christ Superstar. We are a non-auditioned choir and welcome everyone. Rehearsals every Weds., at 19h30 in Strathcona C310.

Southern African Committee presents Chengaah Ragawan, ANC member, to speak on Political Developments in South Africa tonight at 18h in Shatner 302. Info., 398-6815.

Walksafe General Meeting Thursday, January 13 in Leacock 132 at 19h. Mandatory for all new and returning volunteers.

McGill Players' Theatre presents The Goddess is a Shopping Bag Lady by Fitzraven Sky. Opens Tuesday — January 11 & 15 Women only. Pay what you can. Info., reservations 398-6813.

Royal Architectural Society and McGill university present Yasuo Yoshida, architect on "Fugitive Works." Tuesday at 18h in F.D.A.

The Federation of Jewish Community Services of Montréal is looking for volunteers over 20 for Shalom Line, a listening service. Contact Suzanne Herscovitch at 735-3541, local 3380.

The Unitarian Church of Montréal is holding a discussion group Jan. 11, 25 and Feb. 8 at 19h30 led by Rev. David Parke at the Unitarian Church on 3415 Simpson. Call 935-1522.

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The McGill Residences are accepting applications for the above staff positions for the 1994-95 academic year. Applicants should be McGill students at the time of the appointment.

Interested persons should contact the Director's Secretary in Bishop Mountain Hall at 398-6363 to obtain application forms.

**The deadline for submitting
applications is January 30, 1994.**

POSITION AVAILABLE DIRECTOR OF GARDNER HALL MCGILL RESIDENCES

Applications are requested from the McGill Community for the position of Director of Gardner Hall commencing August 1, 1994. Members of the academic staff of the University and doctoral candidates are encouraged to apply. The Director will be responsible for the academic and social aspects of life in Gardner Hall and will coordinate policy with the Director of Residences and Student Housing.

Further details may be obtained from the Director of Residences and Student Housing, Bishop Mountain Hall, 3935 University Street, Tel.: 398-6363. Applications, complete with curriculum vitae, should be forwarded to her office before January 30, 1994.

New programmes highlight environmental issues

BY KEITH RODGERS

Three new programmes at McGill are seeking to integrate environmental issues into mainstream academics.

According to professor Stuart Hill, the minor programmes in Environmental Studies, Environmental Engineering and Ecological Agriculture are providing a much-needed infusion of green thinking into McGill.

"If you drew a tree with a trunk and branches, we've become increasingly good at putting things at the tips of the branches, philosophy here, biology there. The trunk is our ethical, value system that would include the environment and our ability to take action," said Hill, who works for the Agricultural and Environmental Science Department.

Jim Nicell, assistant professor of civil engineering and the coordinator of the Environmental Engineering Minor, agrees that all fields should make the environment a priority.

"It has become a part of our culture, you can't get around it. It has implications for economics, law, politics, education, and medicine."

Environmental Studies Programme

This added exposure of the environment has translated directly into participation in McGill's Environmental Studies program. Only 19 students were enrolled in the programme in 1988.

Peter Barry, coordinator of the Environmental Studies program, said enrollment has increased to 130 students in 1993. In the last year alone, joint-major programme enrolment has almost doubled, from 32 students in 1992 to 59 students in 1993.

Barry stressed that this is an interdisciplinary programme, drawing from a wide range of knowledge. "You have to understand both science and social science to understand the causes (of environmental problems)."

Brian Sarwer-Foner, a student in the one-year diploma programme, suggested it could be "improved by a course that brings it all together, dealing with global issues. It could be highlighted by guest lecturers on many of the different problems."

Mark Sherman, chair of the Students' Society Environmental Committee and a student in the Environmental Studies minor is enthusiastic about the program, but feels that more direction is necessary.

"McGill is very strong in the Arts component of Environmental Studies, but there is room for improvement in chemistry and physics components, and the health sciences as well," he said.

"Environmental concerns are all pervasive, from the development of underdeveloped countries to nuclear waste disposal," he asserted.

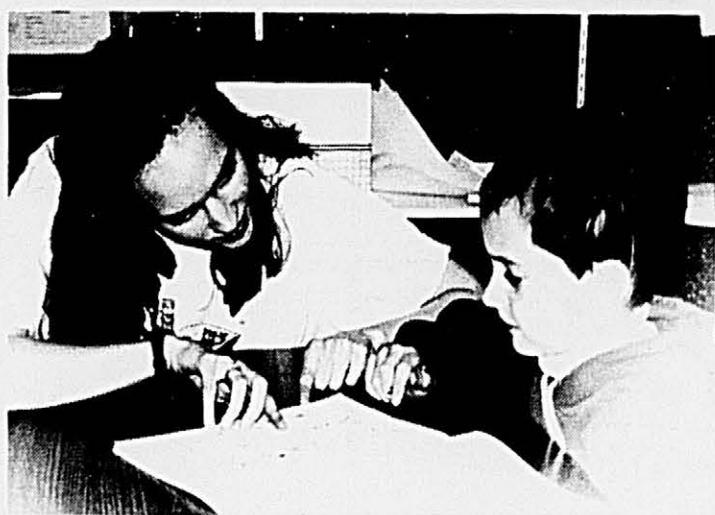
Engineering takes its blinkers off

Professor Nicell believes engineers are crucial to solving environmental problems provided they learn to see the causes of problems.

"We need to treat the problems as they occur, but more importantly, we need to be concerned with the prevention of these problems," said Nicell. "They have had their blinkers on."

Nicell said too often engineers neglect to account for environmental considerations.

Nicell hopes students taking the Environmental Engineering minor will "get a background in a more fundamental expertise, civil or chemical engineering for example. As a result students will not only be able to solve problems at the end of the pipe, but deal with the causes as well."



McGill Big Buddy Tutor Naomi Wyman helps a kid out.

DAILY PHOTO BY AIMEE WORRELL

McGill's big buddy tutors do a little community education

BY KRISTEN BOON

Adam Waese is surprised at his own success. Since he cooked up a scheme to bring McGill tutors to school kids last September, over 88 McGill students have signed up.

Members of the McGill Big Buddies Tutoring Club now tutor kids from grade one to eleven, for approximately two hours every week.

"There is a huge demand," said Waese, chief co-ordinator and creator of the project. "Except for scheduling problems, we are placing everybody," he said.

Jill Nicholson, Head of Special Education at Rosemount Highschool, said they have had 100 per cent success with the tutors. She is hoping to increase the number of tutors in her school this spring from the ten they had last term.

"Youth being a rare commodity these days in the teaching profession, you can see that a young person imparts and provides important information," she said.

"We are playing an important role in filling the gap between the attention provided and what kids need in their education," said Waese.

Tutors work with one or two kids at a time, and help them in every subject from math and English as a second language, to fine arts. The students are usually assisted on their regular homework, although sometimes tutors set their own assignments.

Naomi Wyman, a McGill education student, was a math tutor at Westmount High School last semester. She thought the children improved substantially over the term.

"I found the kids were excellent — they were very receptive," she said. "It was quite amazing because they were doing something wrong which I would correct, and then next time they would do it differently."

Providing role models has become an added dimension of the tutors' task. "Students liked having exposure to people who weren't teachers," said Wyman.

Students often turn to tutors with their personal difficulties. "Tutors are not an adult and not a kid. They are not there to mark them [the students], but to help them. They act as a friend as well as a tutor," said Waese.

Big Buddies invites interested volunteers to a meeting on Monday, January 10th or Monday, January 17, at 19h00 in the Cafeteria of the Shatner Building. In order to join the club, new tutors must attend one of these meetings. For more information call 284-5799.

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(3 credits; Permission of the instructor)

(January '94 topic: Chinese Aesthetic)

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INSTRUCTOR: E. Brotherton

117-551B TECHNOLOGIES OF THE SELF IN EARLY CHINA

(3 credits; Prerequisite: 1 advanced course in East Asian Studies or permission of the instructor).

Readings on self-cultivation drawn from Confucian, Legalist and Taoist philosophic texts of early China (5th-2nd centuries B.C.) in translation will be compared with historical and archaeological materials on the evolving construction of the 'individual' in Chinese social structure, military organization, political and ritual codes. The Chinese discourse on the "individual" will be contrasted to Western discourse.

TTH 13:00-14:30
INSTRUCTOR: Prof. K. Dean

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14 - NOTICES

McGill Interfaith Dialogue, an open format of discussions and learning between faiths. Registration for winter term to Jan. 15. Leave name at Chaplaincy 398-4104.

McGill SCM is engaged in a membership drive through January. Christians united for social justice. Leave name with McGill Chaplaincy or inquiries 398-4104.

The Newman Centre welcomes you. Wknd masses 5pm Sat., followed by supper, and Sun. 11am. Join in for fun activities. 3484 Peel or call 398-4106 or Sheri 954-8823.

LBGM Weekly discussion groups: Wed. Bi-group 5:30, 5th flr. Eaton Bldg. Fri. Coming Out 5:30, General 7:00, both at UTC, 3521 University. All welcome.

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Attention Arts & Science Students

The Drop/Add Deadline via MARS for Winter term is... January 16, 1994

To drop or add "B" courses via MARS

- Pick up a MARS Worksheet and the yellow Drop/Add instructions, available in Dawson Hall.
- Obtain advisor's approval
- Telephone 398-MARS

Please remember...

A cancelled course is not automatically deleted from your record; you must call MARS and drop the course yourself.

Non-attendance of a course does not constitute a drop; if you do not formally drop the course, it will stay on your record with an automatic failing grade.

If you have outstanding fees from previous sessions or any fines you will be blocked from MARS course change and mark reporting functions; consult the Cashier's Office.

Also note that January 16, 1994 is the last day to withdraw from a "D" course.

This notice is placed by your Student Affairs Office, Dawson Hall.



DEPARTMENT OF ATHLETICS

Campus Recreation

Instructional Athletics Program • Winter 1994

Coordinators: Philip Quintal & Marla Gold

The Instructional Athletics Program provides an opportunity to use the Athletic Facilities and to acquire or improve athletic skills. Members of the staff of the Department of Athletics, as well as part-time instructors, teach in the program.

Courses are open to all FULL-TIME MCGILL STUDENTS. Full-time McGill Students are entitled to register for courses at the member's fee. STAFF, FACULTY, and GRADUATES holding a gym membership card (available in the General Office of the Currie Gym) may also register for course at the member's fee.

- In many courses space is limited. First come, first served.

- There will be absolutely no one admitted to a class once it is full.
- You must register in person with a full-time McGill student I.D. card or a gym membership card.
- Classes start the week of January 17th, unless otherwise indicated.

If space permits, staff, faculty and continuing education students may participate in the Instructional Program without purchasing a membership:

- A non-member rate will be charged.
- Registration for this group only, will begin Thursday, January 13th.

REFUND POLICY: An administrative fee of \$5.00 will be charged for withdrawal prior to the start of a course. No refunds will be given after the start of a course. To claim a refund, the course receipt must be presented.

COURSE	DAY	TIME	COST (M/NM)	# OF WEEKS
AQUATICS				
Yellow, Orange	Thursday	17:30 - 18:30	24/45	8
Yellow, Orange	Saturday	09:00 - 10:00	24/45	8
Red, Maroon, Blue	Thursday	17:30 - 18:30	24/45	8
Red, Maroon, Blue	Saturday	10:00 - 11:00	24/45	8
Green, Grey, White	Wednesday	19:30 - 20:45	26/47	8
Green, Grey, White	Saturday	11:00 - 12:15	26/47	8
Aquatics	Tues. & Thurs.	12:15 - 13:00	35/75	8
Swim Fit (Cardio-Respiratory Endurance)	Tues. & Thurs.	12:00 - 13:00	35/75	8
Stroke Improvement	Monday	19:30 - 20:30	24/45	8
Stroke Improvement	Tuesday	17:30 - 18:30	24/45	8
Water Walking	Tues. & Thurs.	13:00 - 13:30	20/40	8
Diving (1 M Elementary)	Friday	19:30 - 20:30	25/45	8
Lifesaving 1, 2, 3 (Introduction to Program)	Saturday	11:00 - 12:15	26/47	8
Synchro Swim Star Program	Mon. & Wed.	17:00 - 18:00	35/75	8
Bronze Cross (Prerequisite Bronze Medallion)	Tuesday	Class 18:00 - 19:30 Pool 19:30 - 21:00	40/60†	8
Red Cross Instructor	Tues. & Thurs.	Class 18:00 - 19:30 Pool 19:30 - 21:00	72/102	8
S.C.U.B.A. (Good Swimmer Screen Test Required)	Tues. & Thurs.	Class 19:00 - 20:45 Pool 21:00 - 22:45	230/260 † Plus Exam Fee	6
DANCE				
Ballot I	Tues & Thurs	20:15 - 21:30	42/82	8
Ballot II	Tues & Thurs	19:00 - 20:15	42/82	8
Jazz I	Mon	17:30 - 18:45 & Wed 17:30 - 19:15	42/87	10
Jazz II	Tues & Thurs	19:30 - 21:00	42/87	10
Jazz III	Mon	18:45 - 20:00 & Wed 19:15 - 21:00 & Fri 18:30 - 20:00	65/110	10
Social Dance I	Monday	20:30 - 22:00	32/52	8
Social Dance I	Wednesday	19:00 - 20:30	32/52	8
Social Dance I	Wednesday	20:30 - 22:00	32/52	8
Social Dance II	Monday	19:00 - 20:30	32/52	8
FITNESS				
Action Aerobics	Mon & Wed	16:30 - 17:30	32/77	10
Action Aerobics (High/Low)	Tues & Thurs	12:00 - 13:00	32/77	10
Action Aerobics Advanced (High/Low)	Tues & Thurs	16:00 - 17:15	32/77	10
Action Aerobics (Superfit)	Mon & Wed	17:30 - 19:00	57/102	10
Aerostep	Fri	17:00 - 18:30	30/75	10
Body Design	Sat	11:30 - 12:30	20/45	10
Body Design	Mon & Wed	13:15 - 14:00	30/75	10
Cardio Funk	Saturday	12:00 - 13:00	20/45	10
Cardio Funk (Advanced)	Tues & Thurs	17:15 - 18:15	32/77	10
Slide, Step & Pump	Tues & Thurs	18:15 - 19:15	32/77	10
Slide, Step & Pump	Mon/Wed/Fri	12:15 - 13:15	45/90	10
Slide, Step & Pump	Tues & Thurs	16:00 - 17:00	32/77	10
Slide, Step & Pump	Tues & Thurs	18:00 - 19:00	32/77	10
Slide, Step & Pump	Saturday	10:00 - 11:00	20/45	10
Low Impact	Mon & Wed	08:00 - 09:00	32/77	10
Low Impact	Tues & Thurs	17:00 - 18:00	32/77	10
Low Impact (Advanced)	Mon/Wed/Fri	17:00 - 18:15	52/97	10
Step Aerobics	Monday	12:00 - 13:00	25/50	10
Step Aerobics	Mon/Wed/Fri	16:30 - 17:30	50/95	10
Step Aerobics	Wed & Fri	08:30 - 09:30	47/92	10
Step Aerobics	Tues & Thurs	12:00 - 13:00	47/92	10
Step Aerobics	Tues & Thurs	16:00 - 17:00	47/92	10
Step Aerobics	Tues & Thurs	18:15 - 19:15	47/92	10
Super Step	Tues & Thurs	17:00 - 18:15	50/95	10
Super Step	Saturday	10:00 - 11:30	32/57	10

PAY-AS-YOU-GO FITNESS

COURSE	DAY	TIME	COST (M/NM)
Total Workout	Monday	17:00-18:00	\$2/4 \$1.60*
	Tuesday	17:00-18:00	\$2/4 \$1.60*
	Wednesday	17:00-18:00	\$2/4 \$1.60*
	Thursday	17:00-18:00	\$2/4 \$1.60*
	Friday	16:00-17:00	\$2/4 \$1.60*
	Saturday	12:00-13:00	\$2/4 \$1.60*
	Sunday	12:00-13:00	\$2/4 \$1.60*
Step	Friday	17:30-18:30	\$2/4 \$1.60*
	Saturday	13:00-14:00	\$2/4 \$1.60*
	Sunday	13:00-14:00	\$2/4 \$1.60*

*Booklets of 10 Tickets for \$16.00 purchased in advance

COURSE	DAY	TIME	COST (M/NM)	# OF WEEKS
FITNESS (cont'd)				
Weight Training	Monday	20:00 - 21:30	26/39	5
Weight Training	Tuesday	08:30 - 10:00	26/39	5
Weight Training	Wednesday	20:00 - 21:30	26/39	5
Weight Training	Thursday	08:30 - 10:00	26/39	5
Weight Training	Saturday	09:00 - 10:30	26/39	5
Weight Training Clinic	Sat., Jan. 22 & Sun., Jan. 23	10:30 - 12:30	16/21	2
Weight Training (Private)	By Appointment		26/39	1
Personal Fitness Appraisal	By Appointment		35/45/60	1
MARTIAL ARTS				
Aikido	Tuesday	18:00 - 20:00		
	Friday	17:00 - 19:00	52/97	10
Kung Fu	Tues & Thurs	14:30 - 16:00	42/87	10
Judo	Mon & Wed	17:30 - 19:30	52/97	10
Shorinjiu I	Mon & Wed	18:15 - 19:45	42/87	10
Shorinjiu II	Mon & Wed	19:45 - 21:15	42/87	10
Shotokan	Tues & Thurs	14:30 - 16:00	42/87	10
Tae Kwon Do I	Mon/Wed/Fri	15:30 - 17:00	63/108	10
Tae Kwon Do II	Mon/Wed/Fri	14:00 - 15:30	63/108	10
Women's Self Defense I	Tues & Thurs	16:00 - 17:30	42/87	10
Women's Self Defense I	Saturday	10:00 - 11:30	27/52	10
Women's Self Defense II	Saturday	11:30 - 13:00	27/52	10
VARIA				
Archery	Thursday	08:30 - 09:30	35/50	6
Basic First Aid	Sat., Jan. 22 & Sun., Jan. 23	09:30 - 17:30	85/90*	2
CPR Basic	Sat., Jan. 29 & Sun., Jan. 30	09:30 - 17:30	78/85	2
CPR Re-Cert	Sat., Jan. 29	09:30 - 17:30	37/47	1
Fencing I	Tues & Thurs	08:00 - 09:00	37/77	8
Fencing I	Tues & Thurs	19:15 - 20:15	37/77	8
Fencing II	Tues & Thurs	20:15 - 21:15	37/77	8
Golf	Wednesday	15:30 - 16:30	26/41	6
Golf	Friday	11:00 - 12:00	26/41	6
Hockey I	Wednesday	15:30 - 16:45	27/47	8
Hockey II	Friday	14:15 - 15:45	32/52	8

* Includes CPR Heart Saver
** Those with CPR Heart Saver

COURSE	DAY	TIME	COST (M/NM)	# OF WEEKS
VARIA (cont'd)				
Skating	Wednesday	14:00 - 15:15	26/41	6
Skating	Saturday	10:45 - 12:15	32/52	8
Skating (Private)	by appointment (1/2 hr.)		16/18	1
Tai Chi I	Mon & Wed	16:00 - 17:00	42/87	8
Tai Chi II	Mon & Wed	15:00 - 16:00	42/87	8
Yoga I	Mon & Wed	08:00 - 09:00	26/66	8
Yoga I	Mon & Wed	18:15 - 19:30	37/77	8
Yoga I	Tues & Thurs	16:00 - 17:15	37/77	8
Yoga I	Tues & Thurs	17:15 - 18:30	37/77	8
Yoga II	Mon & Wed	17:00 - 18:15	37/77	8
Yoga II	Tues & Thurs	18:30 - 19:45	37/77	8
RACQUETS				
Badminton Intro	Friday	09:30 - 10:30	26/41	4
Badminton Inter	Friday	08:30 - 09:30	26/41	4
Squash Intro	Monday	08:30 - 09:15	20/35	6
Squash Intro	Monday	09:15 - 10:00	20/35	6
Squash Intro	Monday	16:00 - 16:45	20/35	6
Squash Intro	Tuesday	16:45 - 17:30	20/35	6
Squash Intro	Tuesday	17:30 - 18:15	20/35	6
Squash Intro	Wednesday	09:15 - 10:00	20/35	6
Squash Intro	Wednesday	12:15 - 13:00	20/35	6
Squash Intro	Wednesday	13:00 - 13:45	20/35	6
Squash Intro	Thursday	16:00 - 16:45	20/35	6
Squash Intro	Thursday	16:45 - 17:30	20/35	6
Squash Intro	Friday	08:30 - 09:15	20/35	6
Squash Intro	Friday	09:15 - 10:00	20/35	6
Squash Intro	Friday	14:30 - 15:15	20/35	6
Squash Intro	Friday	15:15 - 16:00	20/35	6
Squash Intro	Friday	16:00 - 16:45	20/35	6
Squash Intro	Saturday	10:45 - 11:30	20/35	6
Squash Intro	Saturday	12:15 - 13:00	20/35	6
Squash Intro	Sunday	11:30 - 12:15	20/35	6
Squash Intro	Sunday	13:00 - 13:45	20/35	6
Squash Inter	Monday	16:45 - 17:30	20/35	6
Squash Inter	Wednesday	08:30 - 09:15	20/35	6
Squash Inter	Thursday	17:30 - 18:15	20/35	6
Squash Inter	Saturday	11:30 - 12:15	20/35	6
Squash Inter	Sunday	12:15 - 13:00	20/35	6
Squash (Private)	by Appointment	(45 mins.)	16/18	1
Table Tennis Clinic	Sat., Jan. 29	10:00 - 12:00	5/8	1
Tennis Intro	Monday	14:00 - 15:00	26/41	6
Tennis Intro	Wednesday	11:00 - 12:00	26/41	6
Tennis Intro	Wednesday	12:00 - 13:00	26/41	6
Tennis Intro	Wednesday	14:30 - 15:30	26/41	6
Tennis Intro	Friday	09:30 - 10:30	26/41	6
Tennis Intro	Saturday	09:00 - 10:30	26/41	6
Tennis Inter	Monday	15:00 - 16:00	26/41	6
Tennis Inter	Wednesday	15:30 - 16:30	26/41	6
Tennis Inter	Friday	08:30 - 09:30	26/41	6
Tennis Indoor (Rockland Tennis Club)	Friday	15:00 - 17:00	80/85	6
OUTDOOR PURSUITS				
Cross Country Skiing	Saturday	09:00 - 10:30	35/50	4
Cross Country Skiing	Saturday	10:45 - 12:15	35/50	4
Cross Country Skiing	Sunday	10:45 - 12:15	35/50	4
Cross Country Skiing	Sunday	13:00 - 14:30	35/50	4
X-Country Skiing Clinic	Sat., Feb. 5	13:00 - 16:00	15/18	1
Cross Country Skiing	Sun., Jan. 23-Mont Tremblant		36/42	1
Cross Country Skiing	Sat., Jan. 29-Far Hills Hotel		36/42	1
Cross Country Skiing	Sat., Feb. 5			
Farmer's Rest in the Eastern Townships			36/42	1
Cross Country Skiing	Sun., Feb. 13-L'Esteral		36/42	1
Cross Country Skiing	Sat., Feb. 26-Stowe, Vermont		45/50	1
Equestrian	Friday	16:00 - 17:00	85/90	6
Equestrian	Saturday	14:00 - 15:00	85/90	6
Equestrian	Sunday	13:00 - 14:00	85/90	6
Equestrian	Sunday	14:00 - 15:00	85/90	6
Ice Climbing	Sat., Jan. 22/94	07:30 - 15:30	80/85	1

M = MEMBER NM = NON-MEMBER

REGISTRATION

Information:

398-7011

BEGINS WEDNESDAY, JANUARY 12, 1994
18:00-21:00 HRS. (FIRST COME, FIRST SERVED)

CURRIE GYMNASIUM, 475 PINE AVENUE W.

REGISTRATION WILL CONTINUE THROUGH

JANUARY 28, 1994 DURING REGULAR OFFICE HOURS 08:30 - 18:30 HRS.

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